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ABSTRACT

Designed to help vocational instructors recognize sexist and non-sexist behavior, this learning module includes a rationale, objectives, prerequisite tests for each of the four sections, and a posttest. Section I discusses male/female participation in the labor force, female/male enrollments in vocational education, and the relationship between areas for which students are training and occupations in which men and women are employed. Section II summarizes the major legislation which aims for equal opportunity for female/male students and men/women employees in vocational education. Section III differentiates between behavior which is discriminatory, sex biased, sex fair, and sex affirmative. Section IV suggests strategies the instructor can use to promote sex equity. This last section includes a checklist of sex-fair teaching behaviors and a values questionnaire for students, suggests providing time for students to discuss the advantages of being female or male in America, provides information on the changing occupational roles of men and women, suggests how to use biased and stereotyped textbooks, and gives guidelines for evaluating textbooks formerly for one sex. The appendix provides further discussion on legislation which addresses equal opportunity in education and employment. (LMS)

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Equal Vocational Opportunity

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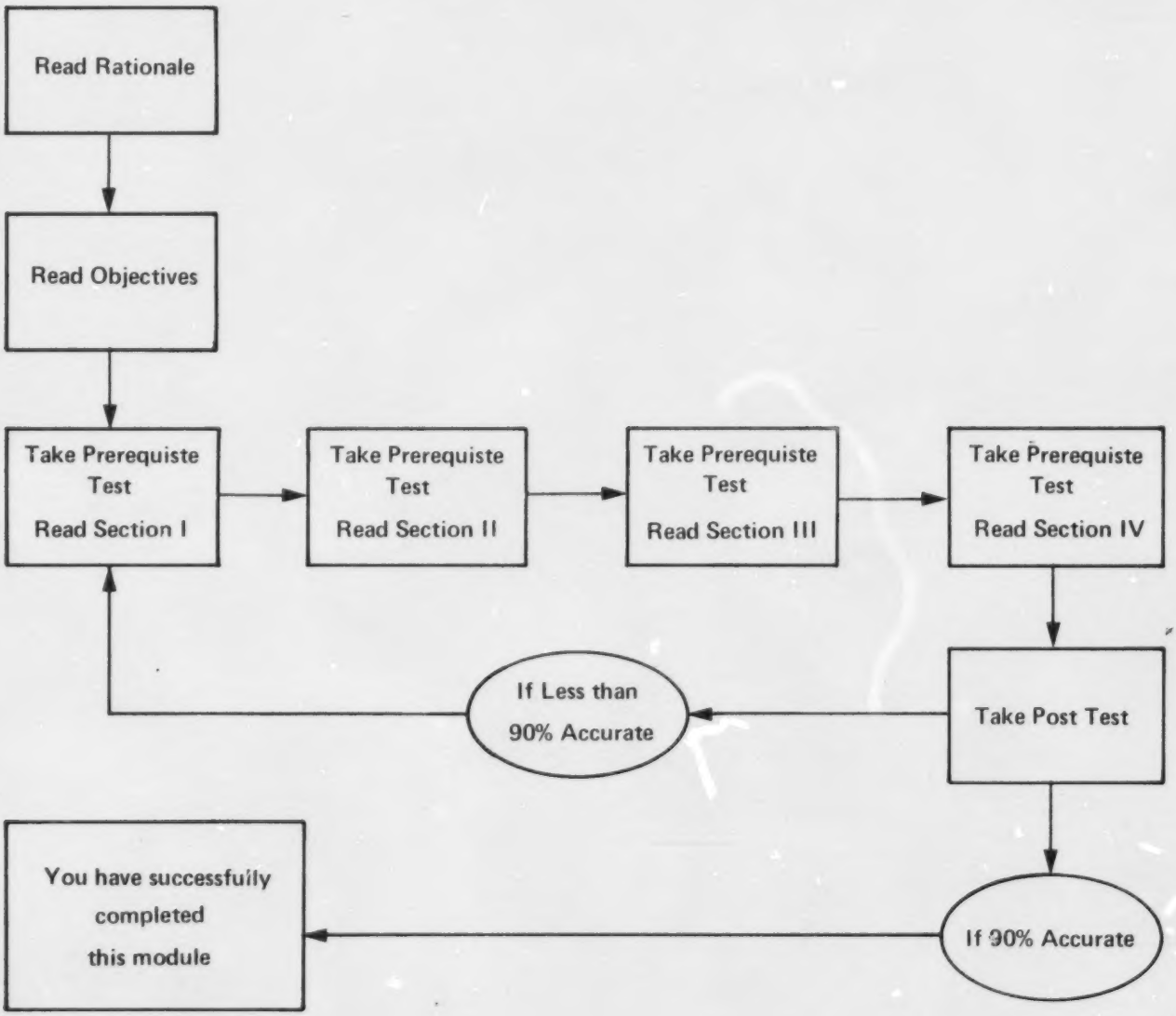
FLOW CHART

In working through this module you will follow the procedures outlined by this flow chart.



Rationale

The main function of vocational education is to realistically prepare youth for adult life and work roles. If we, as vocational educators, are to be successful in our role, we must be aware of social and economic changes in the United States and respond to these changes in order to meet the needs of both our female and male students.

Congress responded to the need of our youth through passage of Title II—the sex equity legislation—as a part of the 1976 Education Amendments. This legislation requires vocational educators to take action to overcome sex discrimination, sex bias, and sex stereotyping.

This module is developed for you, the vocational instructor, so that you may become more aware of the problem from which Title II stemmed, what the legislation says, how to recognize sexist and non-sexist behavior, and strategies you may use to promote sex equity.

Objectives

Upon completion of this module, you will be able to:

1. given a unit of instruction, answer correctly 7 out of 8 questions on male/female participation in the work force and vocational education enrollments.

2. given a unit of instruction, correctly identify 9 out of 10 questions related to Title II and Title IX.

3. given a unit of instruction, identify correctly 9 out of 10 examples of sexist and non-sexist behavior

4. given a unit of instruction, identify 5 strategies which you, as a vocational teacher, could use in your class, school, or community to promote sex equity.

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SECTION I

What is the Problem?

Prerequisite Test[1]

Directions: These multiple choice questions are designed to help you assess your knowledge of females' and males' participation in the paid work force and in vocational education programs. Under each statement you will see a number of alternative answers which could fill in the information missing in each statement. Select the answer you believe is correct, and write its letter in the blank to the right of the statement.

1. Women make up _____ of the nation's paid labor force. _____

   a. 26% b. 41% c. 54%

2. For every $1.00 men earn, women earn _____ . _____

   a. 95¢ b. 76¢ c. 57¢

3. Out of every 10 young women in high school today, _____ will work for pay outside their homes at some point in their lives. _____

   a. 9 b. 5 c. 7.4

4. The median income of working women with four years of college is _____ that of men who have completed eight years of elementary school. _____

   a. greater than b. the same as c. less than

5. About _____ out of ten adult women are either single, widowed, divorced, or separated from their husbands and are therefore responsible for their own financial support. _____

   a. four b. six c. eight

6. _____ percent of all women workers are employed in clerical occupations. _____

   a. 11.2 b. 18.1 c. 27.8 d. 35.0

7. Fifty percent of men in the paid labor force are employed in the three occupational categories which employ the largest number of men (skilled crafts, professional and technical occupations, and managerial occupations.) In contrast _____ percent of all women in the paid labor force are employed in three occupational groups (clerical occupations, service occupations, and professional/technical occupations.) _____

   a. 40 b. 60 c. 70

8. The vocational training area with the largest female enrollment (more than one-third of all females enrolled in vocational education) is _____ . _____

   a. consumer and homemaking programs
   b. occupational home economics
   c. office occupations

What is the Problem?

To understand "What is the Problem?" or "Why Was the Title II Legislation Passed?" involves looking at male/female participation in the labor force, female/male enrollments in vocational education, and understanding the relationship between areas for which students are training and occupations in which men and women are employed.

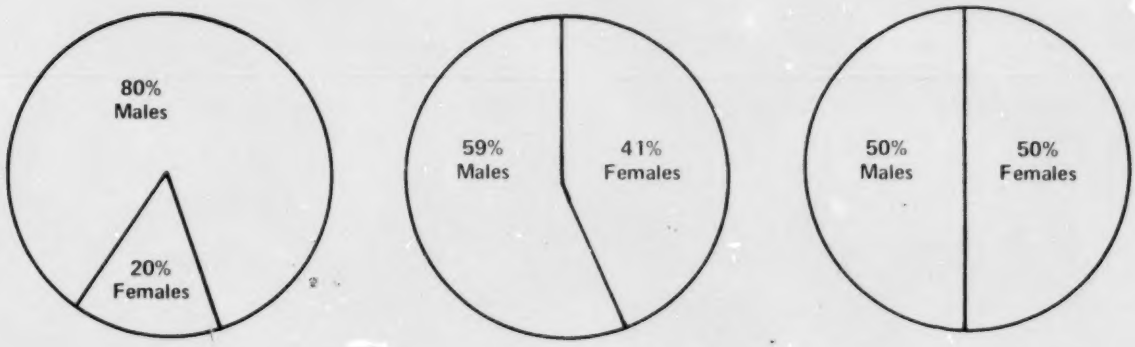
Male/Female Participation in the Labor Force

Eli Ginsberg, Chairman of the National Commission of Manpower Policy, has stated, "The entry of women into the paid labor force is the single most outstanding phenomenon of our century, a phenomenon which has long-term implications which are absolutely unchartable."[2]

Figure I illustrates the increase of women into the work force.

Figure I.

Work Force Participation[3]



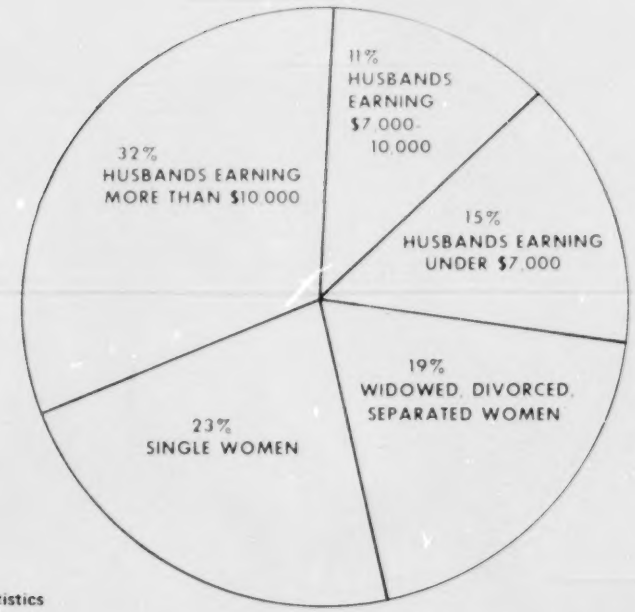
1900 1975-77 2000

Factors leading to the increase of women in the work force include:

a. change in social mores about working women
b. decline in birth rate
c. increase in divorce rate
d. increase in single living of young adults
e. increase in level of education
f. rise in inflation
g. need for personal satisfaction from a career outside the home.

Economic necessity is the major factor for the large representation of women in the labor force, as can be seen from the information presented in Figure II.

Figure II



Source: Bureau of Labor Statistics
March, 1975

The dramatic increase of women into the labor market has had relatively little impact on occupational sex segregation, which has been characteristic of the labor market in the United States for many years. Such segregation closes off men into occupations in which they might be extremely productive; and it traps women into typically low paying, lower status jobs which seem more a consequence of segregation than anything intrinsic in the work itself.

Table I indicates that a higher percentage of women are concentrated into fewer occupational categories than men. Also, their average earnings are considerably lower.

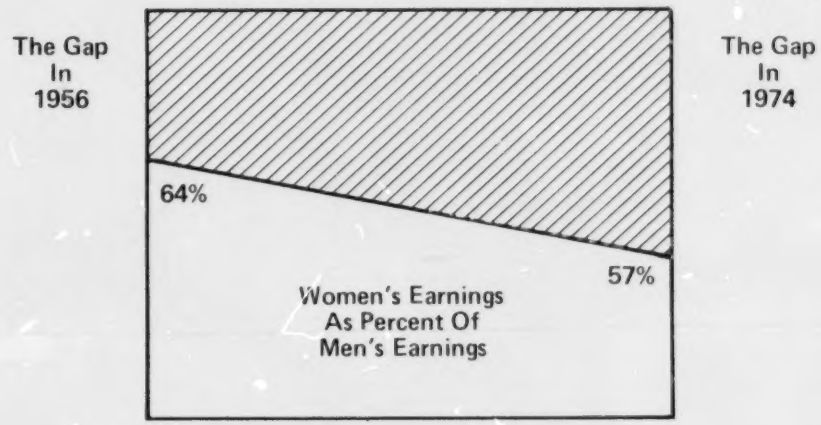
Table I [5]

	Occupation	Percent of Workers	Average Earnings, 1974
Approximately 70% of Women are Concentrated In:	Clerical	35	$ 6,827
	Service	18	5,046
	Professional and Technical	15	9,570
Approximately 50% of Men are Concentrated In:	Skilled Craft	21	12,028
	Professional and Technical	14	14,873
	Managerial	14	15,425

As illustrated by Figure III, when considering all groups of workers together, one finds that for every dollar earned by male workers, female workers earn 57 cents. One explanation frequently offered for differences in pay between the occupational categories of women and men is that different amounts of education is required for each. However, it is important to note that in 1974 the median income earned by women workers with four years of college was less than the median income of men who had completed eight years of elementary school.

Figure III

The Earnings Gap . . . . Is Widening[6]



Female/Male Enrollments in Vocational Education

Dr. Joanne Steiger appeared before the House of Representative Subcommittee on Elementary, Secondary, and Vocational Education on March 17, 1975. Her testimony and data presented was instrumental in the passage of the Title II legislation for vocational education. Her remarks included:

> *Sex bias in vocational education is pervasive. The system consists almost entirely of separate boys' courses and girls' courses in which enrollments are predominantly, usually entirely, of a single sex. Classes containing roughly equal enrollments are rare. Most of the women's programs, moreover are built on the assumption that a woman will never have to, or never want to, earn a living. Approximately 50 percent of the enrollments of women in vocational education programs are in nongainful home economics, a fine program in its place, but one that teaches no salable skills. The remaining female enrollments are almost exclusively in stereotypical fields and lead only to low-paying, deadend jobs, such as file clerk or nurse's aid.*[7]

In addition to the remarks quoted above, one important fact, which must be considered, is that out of every 10 young women in high school today, nine will work for pay outside their homes at least part of their lives.

Since 1975, vocational education has had slight increases in non-traditional enrollments of females and males; however, distributive education is the only area with a well-balanced distribution. Note from Table II the areas where the greater percentage of males and females are concentrated in vocational education enrollments.

Table II

Distribution of Females and Males in Vocational Education–1975 [8]

Major Occupation Group	Percent Female	Percent Male
Agriculture	9.2	90.9
Distribution	42.8	57.2
Health	72.7	28.3
Consumer and Homemaking	81.9	18.1
Occupational Home Economics	73.2	26.8
Office	10.7	89.3
Trade and Industry	12.6	87.4

Department of Health, Education, and Welfare's Office of Education, Bureau of Occupational and Adult Education's "Comparative Analysis of Vocational Education Enrollment by Sex in Fiscal Years 1972 and 1975" (Washington, D.C.: Bureau of Occupational and Adult Education, Spring 1977).

Table III shows that in the major occupational groups a high percentage of sex segregation does exist in several occupational areas. Note the areas in which a high percentage of men are employed and those areas in which a high percentage of women dominate.

Table III

Distribution of Women and Men in the Labor Force–1977[9]

Major Occupation Group	Percent Women	Percent Men
Professional/technical workers	42.0	58.0
Manager/administrators	20.8	79.2
Sales workers	42.9	57.1
Clerical workers	78.2	21.3
Craft and kindred workers	4.8	95.2
Operatives	31.2	68.8
Nonfarm laborers	9.3	90.7
Service workers	61.5	38.5
Farm workers	16.2	83.8

U.S. Department of Labor, Women's Bureau

Data presented in Table II and Table III is now summarized to show that a direct relationship does exist between the areas for which female and male students are training and the occupations in which men and women predominate in the labor force.

Vocational Education Enrollments

Females	Males
Consumer Home Economics–81.9%	Agriculture–90.8%
Occupational Home Economics–73.2%	Trade and Industrial–87.4%
Health Occupations–71.7%	Technical–89.3%
Office–63.9%	

Work Force

Women	Men
Service–61.5%	Nonfarm Laborers–90%
Clerical–78.2%	Farm Workers–83.8%
	Managerial/Administrative–79.2%
	Craft and Kindred–95.2%
	Operatives–68.8%

To a certain extent occupational sex segregation has been caused by discriminatory labor market practices, which are slowly crumbling under legal and social pressures. However, sex segregation will continue unless vocational education does its part to end sex segregation in vocational enrollments.

Given the complexity of the problem–occupational sex segregation–it is only natural to ask, "What can vocational educators do?" Corrine H. Rieder, Associate Director for Education and Work at the National Institute of Education, in answer to this question outlines six courses of action in her paper, "Women, Work and Vocational Education" (1977):

> *Vocational educators, as much as any other single group in our society, have both the responsibility and means to do something about these problems. The reason is that they are at the critical juncture between school and work. They recruit students, provide them with the knowledge and skills needed for successful job entry and place students in their first jobs. Within education, their unique responsibility is to represent the utilitarian purposes of education and to meet our society's economic needs. Within the world of work, they are concerned with development of their students' potential to the fullest and their placement in a work environment which is financially and psychologically rewarding. The intractable problems of occupational and education segregation must be addressed at all levels of education and government.*
>
> *. . . Those of us concerned with vocational education can take several steps to address these problems. Our primary responsibility is putting our own house in order. Specifically this means:* **(1)** *Implementing fully the Vocational Education Amendments of 1976,* **(2)** *Changing recruitment and admission practices and policies,* **(3)** *Improving guidance and counseling efforts,* **(4)** *Revising curricular materials and teaching practices,* **(5)** *Increasing the number of female vocational administrators and qualified women teachers in male-dominated courses and male teachers in female-dominated fields, and* **(6)** *Continuing important research and development efforts on women in vocational education (pp.5-6).* [10]

SECTION II

What Does the Law Say?

Prerequisite Test[1]

Directions: Read each of the five items below and determine which piece of legislation would apply and write either **Title IX** or **Title II** in the blank provided:

1. Using different criteria based on sex for admitting males and females into auto mechanics class _____

2. Requiring states to develop five-year vocational education program plans which include specific steps for eliminating sex discrimination _____

3. A program priority of consumer and homemaking education for both males and females _____

4. Guidance counselors channeling males into industrial arts and females into home economics _____

5. Not allowing a certificated male to teach child development or a qualified female to teach carpentry simply because of their sex _____

Directions: Identify the following statements regarding Title IX as being either **True** or **False**.

1. Toilets, locker rooms, shower facilities, classes dealing with human sexuality, and contact sports may be separated by sex. _____

2. A public vocational high school specializing in operating heavy industrial equipment cannot give preference to males on the grounds that jobs for females are scarce. _____

3. A student or employee may not be discriminated against on the basis of pregnancy, parenthood, being the head of household, or principal wage earner in a family. _____

4. Title IX legislation does not give specifications for sex-fair textbooks and curriculum materials. _____

5. If an institution is found to have practiced sex discrimination in recruitment or hiring, it must recruit members of the sex against which it has discriminated to overcome effects of past discrimination. _____

What Does the Law Say?

Section II focuses on Title IX passed in 1972 and Title II of 1976. This legislation is the most relevant in addressing equal opportunity for female/male students and men/women employees in vocational education.

In addition to Title IX and Title II, considerable legislation addressing equal opportunity in education and employment has been passed. For a summary of this legislation, refer to the Appendix of this module.

Before reading the summaries of the Title IX and Title II legislation, note the significant differences between the two.

Title IX: *Addresses education*
Title II: *Addresses only vocational education*

Title IX: *Addresses sex discrimination*
Title II: *Addresses sex discrimination, sex bias, and sex stereotyping*

Title IX: *Applies directly to local educational agencies*
Title II: *Applies to state and federal vocational education programs*

Title IX: *Specifies various forms of discrimination in policies, programs, or practices, which are prohibited. Those relating to vocational education include:*

Admissions
Access to courses
Facilities
Treatment of students
Student employment
Employment of education personnel

Title II: *Specifies action to overcome sex bias and stereotyping using federal monies*

The spirit of Title IX is to provide equal opportunity, or to be sex fair. Whereas, the spirit of Title II is to go beyond sex fairness and take affirmative action to overcome the results of sex discrimination, sex bias, and sex stereotyping of the past.

In order to comply with Title II, which is broader in scope, vocational educators must first understand Title IX and be aware of practices which must be allieviated in overcoming sex discrimination. Overcoming sex bias and sex stereotyping can then be focused upon.

Summary of the Regulations for Title IX Educational Amendments of 1972 [2]

Title IX of the Education Amendments of 1972 says:

"No person . . . shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance . . . ."

With certain exceptions, the law bars sex discrimination in any academic, extracurricular, research, occupational training or other educational program (preschool to postgraduate) operated by an organization or agency which receives or benefits from federal aid. Exempted from the provisions of Title IX are:

- schools whose primary purpose is training for the U.S. military services or the merchant marine;
- practices in schools controlled by religious organizations whenever compliance with Title IX would be contrary to their religious beliefs;
- the membership policies of the Girl and Boy Scouts, the YMCA and the YWCA, Campfire Girls and other single-sex, tax-exempt "youth service" organizations whose members are chiefly under age 19;
- university-based social fraternities and sororities;
- activities relating to the American Legion's Boys State, Boys Nation, Girls State and Girls Nation conferences;
- father-son or mother-daughter activities, so long as opportunities for "reasonably comparable" activities are offered to students of both sexes;
- scholarships or other aid offered by colleges and universities to participants in single-sex pageants which reward the combination of personal appearance, poise, and talent.

Basically, the regulation for Title IX falls into five categories: general matters related to discrimination on the basis of sex, admissions, treatment of students once they are admitted, employment, and procedures.

General Provisions — 86.3 - 86.9

Each recipient of federal education aid is to have evaluated its current policies and practices to determine whether they comply with Title IX. Each recipient must then take whatever steps are necessary to end discrimination. Institutions must keep a description of these steps on file for three years, and they were to have completed the evaluation and steps to overcome the effects of bias by July 21, 1976.

The regulation also required that recipients adopt and publish **grievance procedures** to resolve student and employee complaints alleging discrimination prohibited by Title IX. (Victims of discrimination are not required to use these procedures—they may file a complaint directly with U.S. Department of Health, Education and Welfare.)

Recipients were to appoint at least one employee to coordinate its efforts to comply with Title IX. By October, 1975, recipients were required to have notified students, parents, employees, applicants, unions and professional organizations that they do not discriminate on the basis of sex. Students and employees must be told how to contact the employee coordinating Title IX compliance efforts.

Admissions — Sec. 86.21 - 86.23

The regulation bars sex discrimination in admissions to certain kinds of institutions: those of vocational, professional, graduate, and public coeducational undergraduate institutions. Admissions to private institutions are exempt.

Specifically, the regulation bars limitations (i.e., quotas) on the number or proportion of persons of either sex who may be admitted, preference for one sex, ranking applicants separately by sex, and any other form of differential treatment by sex.

The recipient may not use a test or other criterion for admission which adversely affects any person on the basis of sex unless the test or criterion is shown to predict successful completion of the educational program, and unbiased alternatives are not available. Also prohibited are rules concerning parental, family, or marital status of students which make distinctions based on sex; discrimination because of pregnancy or related conditions; and asking an applicant's marital status. Recipients can ask an applicant's sex if the information is not used to discriminate.

Marital or Parental Status – Sec. 86.40

The regulation bars any rule concerning a student's actual or potential parental, family, or marital status which makes distinctions based on sex.

A school may not discriminate against any student in its educational program, including any class or extracurricular activity, because of the student's pregnancy, childbirth, false pregnancy, miscarriage, or termination of pregnancy, unless the student requests voluntarily to participate in a different program or activity.

If a school does offer a voluntary, separate education program for pregnant students, the instructional program must be comparable to the regular instructional program.

A school may ask a pregnant student to have her physician certify her ability to stay in the regular education program only if it requires physician's certification for students with other physical or emotional conditions.

Recipients must treat disabilities related to pregnancy the same way as any other temporary disability in any medical or hospital benefit, service, plan or policy which they offer to students. Pregnancy must be treated as justification for a leave of absence for as long as the student's physician considers medically necessary. Following this leave, the student must be reinstated to her original status.

Athletics – Sec. 86.41

Separate teams and contact sports. **Separate teams for each sex are permissible in contact sports** or where selection for teams is based on competitive skill.

In **noncontact** sports, whenever a school has a team in a given sport for one sex only, and athletic opportunities for the other sex have been limited, members of both sexes must be allowed to try out for the team.

Equal opportunity. A school must provide equal athletic opportunity for both sexes. In determining whether athletic opportunities are equal, HEW will consider whether the selection of sports and levels of competition efftively accommodates the interests and abilities of members of both sexes. The Department will also consider (among other factors): facilities, equipment, supplies, game and practice schedules, travel and per diem allowances, and coaching (including compensation of coaches.)

Equal expenditures are not required, but HEW "may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of each sex."

Textbooks – Sec. 86.42

The regulation does not require or abridge the use of particular textbooks or curriculum materials.

Employment - Sec. 86.51 - 86.61

General Provisions – Sec. 86.51 - 86.55

All employees in all institutions are covered, both full-time and part-time, except those in military schools, and those in religious schools to the extent compliance would be inconsistent with the controlling religious tenets.

In general, the regulation prohibits discrimination based on sex in employment, recruitment, and hiring whether full-time or part-time, under any education program or activity which receives or benefits from federal financial aid.

The regulation prohibits sex discrimination in all aspects of employment, including employment criteria, advertising and recruitment, hiring and firing, promotion, tenure, pay, job assignments, training, leave, and fringe benefits.

If the institution is found to have practiced sex discrimination in recruitment or hiring, however, it must recruit members of the sex against which it has discriminated to overcome the effects of past discrimination.

Fringe benefits – Sec. 86.56

Fringe benefit plans must provide either for equal periodic benefits for male and female employees or equal contributions for both sexes.

Marial status and pregnancy – Sec. 86.57

An institution may not apply any employment policy concerning the potential marital, parental or family status of an employee or employment applicant which makes distinctions based on sex.

In addition, it may not have policies based on whether the employee or applicant is head of household or principal wage earner in the family.

An institution may not discriminate in employment on the basis of pregnancy or related conditions. A temporary disability resulting from these conditions must be treated as any other temporary disability for all job-related purposes, including leave, seniority, reinstatement and fringe benefits. If the employer has no temporary disability policy, pregnancy and related conditions must be considered justification for leave without pay for a "reasonable" time period and the employee reinstated to original or comparable status when returning from leave.

Treatment of Students – Sec. 86.31 - 86.4

General Coverage – Sec. 86.31

Although some schools are exempt from coverage with regard to admissions, **all schools must treat their admitted students without discrimination on the basis of sex.**

Housing and Facilities – Sec. 86.32 and 86.33

Institutions may provide housing separately for men and women. However, housing for students of both sexes must be as a whole:

- proportionate in quantity to the number of students of that sex that apply for housing, and
- comparable in quality and cost to the student.

Institutions may not have different housing policies for students of each sex.

Toilets, locker rooms, and shower facilities **may be separated on the basis of sex**; but these facilities must be comparable for students of both sexes.

Courses and other Educational Activities – Sec. 86.34 and 86.35

Courses or other educational activities may not be provided separately on the basis of sex. An institution may **not require or refuse participation in any course** by any of its students on that basis. This includes physical education, industrial, business, vocational, technical, home economics, music, and adult education courses.

However, sex education is an exception; portions of elementary and secondary school classes dealing with **human sexuality may be separated by sex.**

In physical education classes, students may be separated by sex within coeducational classes when playing **contact sports.** Contact sports include wrestling, rugby, ice hockey, football, basketball, and any other sports "the purpose or major activity of which involves bodily contact."

Recipients must end single-sex physical education classes "as expeditiously as possible." **Secondary** and postsecondary institutions must comply fully with this requirement by July 21, 1978.

Choruses may be based on vocal range or quality and may result in single-sex or predominantly single-sex choruses.

Local school districts may not, on the basis of sex, exclude any person from:

- any institution of vocational education
- any other school or educational unit, unless the school district offers that person courses, services and facilities which are comparable to those offered in such schools, following the same policies and admission criteria.

Counseling – Sec. 86.36

A recipient may not discriminate on the basis of sex in counseling or guiding students.

Whenever a school finds that a class has a disproportionate number of students of one sex, it must take whatever action is necessary to assure that sex bias in counseling or testing is not responsible.

A recipient **may not use tests or other appraisal and counseling materials for each sex** or which permit or require different treatment for students of each sex. Exceptions can be made if different materials used for each sex cover the same occupations and they are essential to eliminate sex bias.

Schools must set up their own procedures to make certain that counseling and appraisal materials are not sex-biased.

Student Financial Aid – Sec. 86.37 and 86.31(c)

The regulation covers all forms of financial aid to students. Generally, a recipient may not, on the basis of sex:

- provide different amounts or types of assistance, limit eligibility, apply different criteria, or otherwise discriminate;
- assist through solicitation, listing, approval, provision of facilities, or other services any agency, organization or person which offers sex-biased student aid;
- employ students in a way that discriminates against one sex, or provide services to any other organization which does so.

There are exceptions for athletic scholarships and single-sex scholarships established by will or trust.

Student Health and Insurance Benefits – Sec. 86.39

Student medical, hospital, accident or life insurance benefits, services, or plans may not discriminate on the basis of sex. This would not bar benefits or services which may be used by a different proportion of students of one sex than of the other, including family planning services.

Any school which provides full coverage health services must provide gynecological care.

Effect of state and local laws –
Sec. 86.58 and 86.6

The obligation to comply with this regulation is not precluded by any state or local laws.

Enforcement Process – Sec. 86.71

In enforcing Title IX, the U.S. Department of Health, Education and Welfare will follow the procedures of Title VI of the Civil Rights Act of 1964. Under these procedures HEW conducts **compliance reviews** which are broad-based investigations of school districts or universities initiated by HEW.

HEW must also investigate promptly **complaints submitted by individuals or groups.** Letters charging that discrimination has occurred may be sent to the Director, Office for Civil Rights, U.S. Department of HEW or to the Director of the Regional Office for Civil Rights responsible for enforcement in that state.

The Title IX procedures require educational institutions to **keep records** demonstrating whether they are complying with the law's requirements. Records must be available to HEW upon request.

Summary of Title II

The provisions of the 1976 Education Amendments (Title II, P.L. 94-482) for sex equity fall into three major categories.

I. Requirements for the administration of state vocational education programs

1. Full-time personnel must be appointed to work toward the elimination of sex bias—specifies 10 functions:
   a. take such action as may be necessary to create awareness of programs and activities in vocational education that are designed to reduce sex stereotyping in all vocational education programs,
   b. gather, analyze, and disseminate data on the status of men and women, students and employees, in the vocational education program of that state,
   c. develop and support actions to correct any problems related to (b) above,
   d. review the distribution of grants by the state board to assure that the interests and needs of women are addressed in the projects assisted under this act,
   e. review all vocational education programs in the state for sex bias,
   f. monitor the implementation of laws prohibiting sex discrimination in all hiring, firing, and promotion procedures within the state relating to vocational education,
   g. review and submit recommendations with respect to the overcoming of sex stereotyping and sex bias in vocational education programs for the annual program plan and report,
   h. assist local educational agencies and other interested parties in the state in improving vocational education opportunities for women,
   i. make information readily available to the State Board, the State and National Advisory Councils on Vocational Education, the State Commission on the Status of Women, and the general public; and
   j. review Title IX self-evaluation.
2. Women's concerns must be well represented on the State Advisory Council.
3. Policies to eliminate sex bias must be a part of the 5-year state plan.
4. The annual program plan must be reviewed for compliance with state policies pertaining to the elimination of sex bias.
5. Vocational education programs must be evaluated for services to women.

II. Provisions governing the State use of funds

State must spend funds for:

1. vocational education programs for displaced homemakers.
2. consumer and homemaking education programs to serve the needs to males and females.

State may spend funds for:

1. support services for women.
2. day care services for women.

3. programs to overcome sex bias (research, exemplary, cur. dev.).
4. vocational guidance and counseling.
5. vocational education personnel training.
6. grants to overcome sex bias.

III. Requirements for National Vocational Education Programs

1. A National study of sex bias be conducted by the Commission of Education and submitted to congress by October 1978.
2. A system for reporting data on vocational education students be in operation by October 1977.
3. The National Advisory Council membership include minority men and women with knowledge of women's concerns.
4. Five percent of funds for federal programs be reserved for use by the Commission of Education for programs of national significance for overcoming of sex bias.

SECTION III

How Do You Recognize Sexist and Non-Sexist Behavior?

24

Prerequisite Test[1]

Directions: Listed below are a number of situations which are familar to vocational education instructors. Under each situation is a response. Please read each situation and response and determine how the response would be described according to the following categories:

D – Discriminatory behavior	– a violation of Title IX
B – Sex-biased behavior	– reflects bias or stereotyping but it is not a violation of Title IX
F – Sex-fair behavior	– treats both sexes in equal or similar ways
A – Sex-affirmative behavior	– attempts to compensate for the effects of past discrimination

Indicate your description of each of the responses and label them by placing the appropriate letters in the blanks.

1. **Situation:** As a teacher you believe it's important for you to support students as appropriate for their academic achievement, career aspirations, and social behavior.

   _____ *"Marguerita, I noticed yesterday that you're handling the power saw much more confidently now than you were two weeks ago. You may end up being the best power tool operator we've got around here!"*

2. **Situation:** You run a floristry lab which sells students' arrangements at cost to people in the community. Your school has no student dress code other than not wearing anything which would "disrupt the educational process." However, as a teacher you:

   _____ *allow male students to wear T-shirts and tank tops but not females*

3. **Situation:** As a home economics teacher, you encourage your students to be in good physical and mental health by:

   _____ *having a bulletin board with pictures of males lifting weights, jogging, and playing baseball and handball; females (in leotards) are doing exercises and riding bikes*

4. **Situation:** In your marriage and family class students are building a diorama on family roles and responsibilities which will be placed on the school's main display area. It shows:

   _____ *both adult males and females taking care of and playing with children*

5. **Situation:** You want to offer a semester course specifically designed to attract more males into consumer and homemaking, although not excluding females. Such a course would cover nutrition, food preparation, wardrobe planning, clothing care, personal care, consumer education, and apartment living, from an individual rather than a family perspective. You decide to call this course:

   _____ *bachelor living*

6. **Situation:** In making student assignments, you:

   _____ *have males make a bookcase; females, a cheese board*

7. **Situation:** Your extracurricular responsibilities:

_____ *As Vocational Industrial Clubs of America (VICA) advisor, you're concerned about student leadership positions being exclusively held by males since the group began. You share your concern with students and discuss what possible options are available.*

8. **Situation:** Students in your cosmetology class are boycotting the presence of the first male by ignoring him, hiding materials and supplies from his station, and slipping nasty notes in his locker. You:

_____ *establish and enforce strict rules against harassment while at the same time helping female students explore their negative attitudes toward having a male in their class*

9. **Situation:** In your gourmet cooking class, the females often, on their own, take responsibility for cleaning up after the males. While they do this, the males sit, finish off the food, chat, or do their homework. You:

_____ *ignore this behavior since the females are doing it on their own, and the males aren't causing any problems*

10. **Situation:** You're a home economics teacher introducing a sewing machine to a class. One of your concerns is how to present the machine to the young men in the class, most of whom have had no exposure at all. You:

_____ *divide the class by sex so that you can spend more time with the males*

How Do You Recognize Sexist and Non-Sexist Behavior?

The spirit of the sex equity legislation is for vocational educators to go beyond compliance with Title IX and take affirmative action to eliminate bias and stereotyping.

The following definitions, criteria, and examples should be helpful in attempting to identify those policies, practices, procedures, behaviors, and attitudes which are either discriminatory, sex biased, sex fair, or sex affirmative.

I. Discriminatory – (as defined for this activity) – those policies, practices, and procedures which are prohibited under Title IX. The definition used within the Education Amendments of 1976 is **"any action which limits or denies a person or a group of persons opportunities, privileges, roles, or rewards on the basis of their sex."** This definition would be consistent with that used in the Title IX regulation.

Criteria to look for which would indicate that discrimination probably* exists:

Criteria	Examples
– differential treatment	– requiring females to make a cheese board; males, a bookcase in industrial arts
– differential performance and behavior	– males exhibiting a higher level of performance in math than females
– imbalances in numbers of females and males represented	– discrepancies of 80 percent or more of one sex in vocational classes/programs

II. Sex Biased – those attitudes and behaviors which reflect either sex bias or sex stereotyping but fall outside the scope of Title IX. The Education Amendments define sex bias as **"behaviors resulting from the assumption that one sex is superior to the other:"** a second definition is **"behaviors resulting from the assumption that men and women are different–not only phycially but–in their abilities, interests, and personalities and that they should do different work;"** sex stereotyping, as **"attributing behaviors, abilities, interests, values, and roles to a person or group of persons on the basis of their sex."**

Criteria to look for which would indicate that sex bias probably* exists:

Criteria	Examples
– differential expectations and treatment	– expecting females to excel in home economics; males, in industrial arts areas
– differential performance and behavior	– males exhibiting more interest in careers; females, in home oriented activities
– imbalances in numbers of males and females represented	– all student organizations have males in leadership roles; females, in supportive roles

III. **Sex Fair** -- **any policy, procedure, practice, behavior, or attitude which either treats males and females equally or impacts equally on them.**

Criteria to look for which would indicate that sex fairness probably* exists:

Criteria	Examples
– equal treatment	– distributing information on careers in health occupations and in craft areas to both female and male students
– equal behavior and performance	– males and females scoring substantially the same on subtests of achievement test

Notice that the criterion of representation in numbers is not included here. The past effects of discrimination may be so firmly entrenched that although equal treatment exists, it does not result in any behavior change on the part of those discriminated against. For example, although all vocational programs and courses are now open to students of both sexes, most likely equal numbers are not going to automatically start enrolling in all programs. The process of sex role socialization is so strong that boys may not enroll in health programs or girls in agriculture in great numbers unless some efforts are made to help overcome the effects of past discrimination.

IV. **Sex affirmative** – **policies, procedures, practices, behaviors, or attitudes which attempt to overcome the past effects of discrimination for the affect sex.** These are efforts which make equal treatment equitable.

Criteria to look for which indicates that sex-affirmative efforts probably* exists:

Criteria	Examples
– special treatment of the sex discriminated against in the past	– program to help young women be career directed
– movement toward equal performance and similar behavior	– special course to help males acquire basic home maintenance skills
– movement toward equal representation in numbers of males and females	– special recruiting efforts to attract females into craft areas

**The existence of one or more of the criteria for any category does not automatically mean that bias and discrimination exist. There are obviously exeptions, but more often than not, these criteria do point toward some form of present or past bias and discrimination.*

Listed below are a number of situations which are familiar to vocational education instructors. Read each situation and response and examine your understanding of how the response is described according to the following categories:

D – Discriminatory behavior	– a violation of Title IX
B – Sex-biased behavior	– reflects bias or stereotyping but it is not a violation of Title IX
F – Sex-fair behavior	– treats both sexes in equal or similar ways
A – Sex-affirmative behavior	– attempts to compensate for the effects of past discrimination

1. **Situation:** As a teacher you believe it's important for you to support students as appropriate for their academic achievement, career aspirations, and social behavior.

   B *"You finally got your hair cut. Melissa, you certainly look much more attractive." "Greg, You did a really great job on putting in the 220 wiring! You'll be ready for an apprenticeship soon."*

2. **Situation:** Non-verbal behavior patterns of a male welding teacher:

   F *visiting the work stations of males and females with approximately the same rate of frequency*

3. **Situation:** The following are excerpts from career education materials distributed in your school's job placement center:

   A *a pamphlet entitled "Women in Protective Service: Jobs in Law Enforcement, Fire Fighting, and Security"*

4. **Situation:** In making student assignments, you:

   D *select males to head up work teams on the assumption that males need to have more responsibility than females.*

5. **Situation:** As a home economics teacher, you encourage your students to be in good physical and mental health by:

   D *inviting a makeup consultant to demonstrate use of makeup to females in your class*

SECTION IV

What Can the Vocational Instructor Do to Promote Sex Equity?

Prerequisite Test

List five strategies which you, as a vocational teacher, can use in your class, school, or community to help in promoting sex equity.

1.

2.

3.

4.

5.

What Can the Vocational Instructor Do to Promote Sex Equity?

Below are suggested strategies for you, the vocational instructor, in helping promote the elimination of sex discrimination, sex bias, and sex stereotyping with your students, in your school, and community.

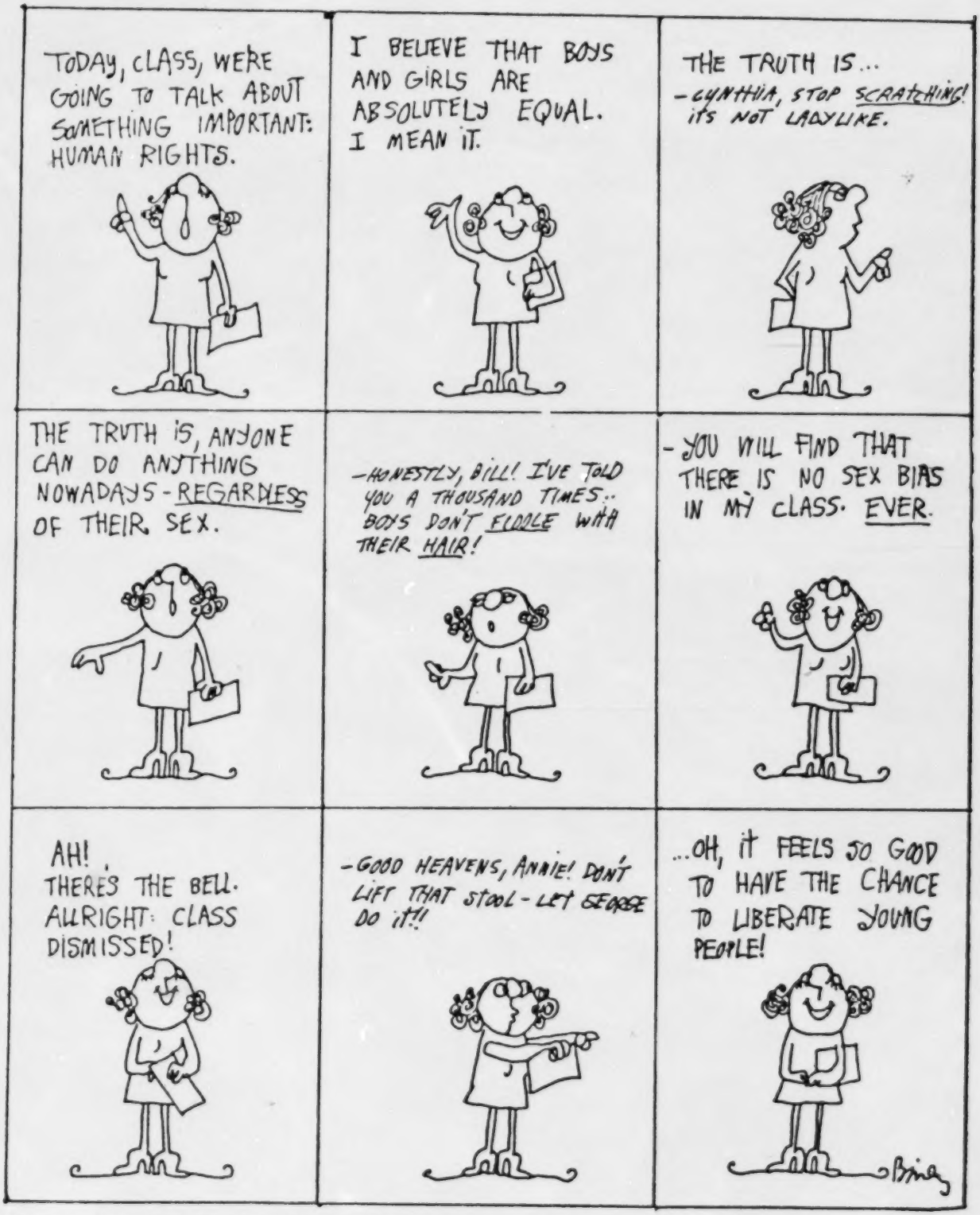
Strategy I: Examine the Model you Provide for Students

As a vocational instructor, you serve as a model for your students; and you can significantly affect students' attitudes and behaviors. Are you satisfied with the model you present? Is that model free of sex-stereotyped behaviors? Use the following "Checklist for Sex-Fair Teaching Beahvior" to self-assess the model you provide your students.

Checklist of Sex-Fair Teaching Behaviors[1]

In my teaching, I:	Always	Usually	Do Not
1. Provide the same course content for students of both sexes.	_____	_____	_____
2. Provide the same learning activities and projects for students (rather than different ones such as more labs for boys, more seat work for girls).	_____	_____	_____
3. Set the same standards of behavior for all students in my classroom (i.e. attention, quiet, visiting, etc.).	_____	_____	_____
4. Allow all students equal access to tools and equipment. (Same standards for use apply to students of both sexes.)	_____	_____	_____
5. Encourage all students to be equally considerate and courteous of others (instead of boys being chivalrous and girls ladylike).	_____	_____	_____
6. Administer the same reprimands or disciplinary actions to students for misbehavior (rather than "John, go see the principal: Jean, see me after class").	_____	_____	_____
7. Avoid comparing boys with girls or girls with boys in respect to classroom behaviors, attitudes and accomplishments (i.e. The girls in this class are setting an excellent example).	_____	_____	_____
8. Refer to students' friends as "friends" rather than caustically referring to all friends of the opposite sex as "boy friends" or "girl friends".	_____	_____	_____
9. Use gender-free terms and occupational titles rather than sex-specific ones (i.e. "human" and "person" instead of "mankind," "man"; "policemen," "saleslady.")	_____	_____	_____
10. Avoid stereotypic phrases as "boys will be boys" and "girls should act ladylike."	_____	_____	_____
11. Give equivalent attention to students of both sexes (rather than more criticism for boys, support for girls, or vice versa).	_____	_____	_____

	Always	Usually	Do Not
12. Establish the same safety and/or sanitation and dress requirements for all students (i.e. all students with hair a certain length wear hairnets, all students wear coveralls, etc.)	_____	_____	_____
13. Establish and apply the same grading system to students of both sexes (not allowing for one sex to be less capable).	_____	_____	_____
14. Incorporate the topic of sex discrimination, stereotyping, and bias into regular course content and discussions whenever possible.	_____	_____	_____
15. Provide information to students about expanding occupational and/or family activities for both sexes in areas that have traditionally been considered appropriate for only one sex.	_____	_____	_____
16. Assist both boys and girls in recognizing that their adult roles will probably include work, parenting, and homemaking.	_____	_____	_____
17. Involve students in identifying examples of sex discrimination, stereotyping and bias in textbooks, curriculum materials, media, and other course-related materials as trade journals, job descriptions, and application forms.	_____	_____	_____
18. Help students identify sex discrimination and stereotyping in their education and personal lives.	_____	_____	_____
19. Request anonymous student evaluations concerning any sex discrimination, stereotyping or bias they may feel exists in my classroom (i.e., Do you feel this teacher favors girls over boys? Treats boys as if they are not as capable?)	_____	_____	_____
20. Encourage students to correct me if I "slip" and use sex specific terms or sexist generalizations (i.e. Telling a girl she did a man-sized job.)	_____	_____	_____


TODAY, CLASS, WE'RE GOING TO TALK ABOUT SOMETHING IMPORTANT: HUMAN RIGHTS.
I BELIEVE THAT BOYS AND GIRLS ARE ABSOLUTELY EQUAL. I MEAN IT.
THE TRUTH IS...
-CYNTHIA, STOP SCRATCHING! IT'S NOT LADYLIKE.
THE TRUTH IS, ANYONE CAN DO ANYTHING NOWADAYS - REGARDLESS OF THEIR SEX.
-HONESTLY, BILL! I'VE TOLD YOU A THOUSAND TIMES.. BOYS DON'T FIDDLE WITH THEIR HAIR!
- YOU WILL FIND THAT THERE IS NO SEX BIAS IN MY CLASS. EVER.
AH! THERE'S THE BELL. ALLRIGHT: CLASS DISMISSED!
-GOOD HEAVENS, ANNIE! DON'T LIFT THAT STOOL - LET GEORGE DO IT!!
...OH, IT FEELS SO GOOD TO HAVE THE CHANCE TO LIBERATE YOUNG PEOPLE!
Bailey

Journal of Teacher Education, Winter, 1975

Cartoon by Elsa Bailey

Strategy II. **Conduct classroom activities through which students become aware of their own values toward men's and women's roles.**

Value Voting[2]

1. A woman's place is at home.
2. Children belong to their mother more than their father.
3. Husband and wife should be equal to each other.
4. Boys are smarter than girls.
5. Men should not do housework.
6. If a woman works, she should still do all the housework.
7. I would vote for a woman for President if she were the best candidate.
8. Women should be paid less for doing the same work as men.
9. Women are less responsible than men.
10. Money spent on athletics should be evenly divided between boys and girls.
11. Men should not cry.
12. Masculinity refers to how strong a man is.
13. Feminity refers to how weak and helpless a girl is.
14. A good doctor might be either a man or a woman.
15. All students should choose between home ec. and industrial arts.
16. Boys should have more education than girls.
17. Women should choose whether or not they want an abortion. Legislators should not do it for them.
18. Men should not be secretaries.
19. It is fine for a woman to be the boss in a business.
20. Women should only try for jobs that are "women's jobs" like nurses, teachers, secretaries, clerks. They should not be business people, doctors, truckdrivers, or pilots.

Growing Up Female/Male

Provide time for students to list and discuss the **advantages** of being female/male in America.

Female	Male
1.	1.
2.	2.
3.	3.
4.	4.

Provide time for students to list and discuss the **disadvantages** of being female/male in America.

Female	Male
1.	1.
2	2.
3.	3.
4.	4.

Once Upon a Time[3]

Purpose:

1. To help students think about their preparedness for the world of work.
2. To create awareness of stereotyped role expectations. (This activity is not intended to be an accurate tool for measuring the ability of the student to perform in today's world. It is a kick-off activity to capture the student's interest and create initial awareness of sex-role stereotyping).

Materials:

Copy of "Cinderella" story with appropriate check-off sheet for each female student.

Copy of "Prince Charming" story and appropriate check-off sheet for each male student.

Copy of scoring.

Procedure:

Distribute one copy of either the "Cinderella" or "Prince Charming" story (depending upon sex) to each student. Depending on the students' reading level, the story may be read aloud to the class, or silently by each student.

After students have read the story they should complete the second sheet by checking off each item applicable to them.

When completed, ask students for their interpretation of their responses. Then read and discuss the scoring.

Scoring: Females

If you checked items 1, 5, 10, 15, 20 and 25, you are only prepared to live in Never Never Land and may be in serious trouble. You refuse to admit that you will have to work, ignoring the fact that nine out of 10 high school girls will work in the future. In fact, more than half of all women between 18 and 64 years of age are presently in the labor force. **Wake-up!** Prince Charmings are hard to come by; and, even if you find one, he may not remain charming for ever and ever. You need to start giving serious thoughts to the job training available to you in high school, and you should consider the careers that open up to you after the training. Don't wait for your "Once upon a time" dreams to be shattered.

If you only checked items 3, 7, 9, 14, 18, 21 and 23, you are probably very capable of managing a home; but you do not think you will have to work once you are married. **How wrong you are!** Most likely you will work for about 20 years of your life. You have probably explored the traditional job training courses but none of the others. **Be sure to explore them all!**

If you only checked items 2, 4, 6, 8, 11, 12, 13, 16, 17, 19, 22 and 24, you have explored traditional stereotypes (Yea!) and may find yourself capable of handling certain jobs. However, you do not think you will have to manage a home. You've given your future some thought, but you still have to do some more thinking. You need to give serious thought to learning how to take care of yourself.

If you checked nearly all items excluding 1, 5, 10, 15, 20 and 25, you deserve a round of applause. You are ready to take on the world. You can manage a home and a job. You have explored all kinds of job training, made a career decision, and have not been limited by traditional stereotypes. You are a person with an expanded expectation of your own personal, family, and career life. **Congratulations!**

Scoring: Males

If you checked items 1, 5, 10, 15, 20 and 25, you are expecting to slip the glass slipper on a woman's foot someday and then live happily ever after. You may be in serious trouble. You are not prepared for the real world that awaits you. Cinderellas who will wait on you hand and foot, looking beautiful all the while, are hard to come by (and then change when they find out what a drag it is). You seem unaware that 9 out of 10 high school women will work outside the home in their future. You need to start giving serious thought to learning how to take care of yourself. It would be a good idea for you to leave "Once upon a time" land and gain a more realistic and expanded view of men and women in today's world.

If you only checked items 3, 7, 9, 14, 18, 21 and 23, you don't believe in glass slippers so what are you waiting for! You realize that women have as much need for a career as men so who will do the cooking and cleaning? You plan to take care of yourself, but how? You have an expanded view of men and women but action speaks louder than words. Consider enrolling in a cooking or child care course.

If you checked nearly all items excluding 1, 5, 10, 15, 20 and 25—let's hear it for you. You are ready to take on the world. You know about **all** kinds of high school job training including home economics. You cannot only handle a job but will be able to take care of yourself. You realize that if you coose to be with a woman she will probably have a career too. You are on your way to being a liberated man. **Congratulations!**

Cinderella

Once upon a time there was a fair young maiden. Her name was Cinderella. She lived with her stepsisters and stepmother, and was responsible for all the cooking, cleaning and other chores around their home. Although it was a modest home, Cinderella had very little time for herself. She always did as she was told, never questioning her stepsisters or stepmother. Then she was miraculously discovered by the Prince and went with him to live in the castle. She ran the castle and raised their children. She preferred to stay home in the castle although there were job opportunities in the kingdom's castle construction company and a local sword repair shop. The Prince, of course, never abandoned her except for occasional trips to Crusader conventions. The Prince and Cinderella lived happily ever after—which wasn't really so hard to do because most people of the time tended to be dead by the age of 35.

Have times changed? Complete the checklist and you'll see. Check ( ) off each item that applies to you.

____ **1.** Graduating from high school is not important.
____ **2.** I'm not afraid to be the only girl in any class.
____ **3.** I know how much money it takes to feed a family of four for a week.
____ **4.** I stand up for myself.
____ **5.** I think a woman's place is in the home.
____ **6.** I have career plans.
____ **7.** I can wash clothes.
____ **8.** I am informed about EEOC.
____ **9.** I can raise children.
____ **10.** I cannot manage money.
____ **11.** I demand equal pay for equal work.
____ **12.** I read newspapers and news magazines.
____ **13.** I can list 20 different jobs open to women.
____ **14.** I can cook.
____ **15.** I prefer love stories and movie magazines.
____ **16.** I have investigated **all** high school job training courses including woodworking and welding.
____ **17.** I can fix a flat tire.
____ **18.** I know how to care for a baby.
____ **19.** I know about apprenticeship programs.
____ **20.** I don't worry about the future.
____ **21.** I can sew.
____ **22.** I plan to have a skill before marriage so that I can always get a job.
____ **23.** I can clean.
____ **24.** I think I can do any job a man can do, as long as I receive the proper training.
____ **25.** I expect to marry and expect my husband to be the breadwinner.

Prince Charming

Once upon a time there lived a fine young man named "Prince Charming." He lived in a castle with his mother and father, the Queen and King. Although he loved to eat and look "charming," he never had to do "castlehold" tasks; those were taken care of by young maidens. (So he never made an attempt to learn to do such things.) Each morning Prince Charming would ride off to fight dragons. He was chivalrous, adventuresome, and brave. Eventually the Queen felt that Prince Charming should find himself a young woman to be his wife. So Prince Charming set out to find the woman of his dreams and fell madly in love with someone named Cinderella. Now Cinderella was not only sweet and beautiful but took care of the castle. After all, she had been responsible for all the cooking, cleaning, and other chores around her family's home. The Prince felt he had made a wise choice. They were married and the Prince continued to go off and fight dragons while Cinderella stayed home and ran the castle and raised their kids. Their life continued in this fashion and they lived happily ever after—which wasn't really so hard to do because most people of the time tended to be dead by age 35.

Have things changed? Complete the checklist and you'll see. Check ( ) off each item that applies to you.

_____ **1.** I expect to be the sole breadwinner of my family.
_____ **2.** I can cook.
_____ **3.** I would teach my daughter or sister how to work on a car.
_____ **4.** I have investigated **all** high school job training courses including child care and nursing.
_____ **5.** I feel financial matters are best handled by a man.
_____ **6.** I know how much money it takes to feed a family of four for a week.
_____ **7.** I would allow my son to play with dolls.
_____ **8.** I can sew.
_____ **9.** I see girls as people not sex objects.
_____ **10.** I feel women belong in the home.
_____ **11.** I iron my own clothes.
_____ **12.** I can raise children.
_____ **13.** I know how to care for a baby.
_____ **14.** I'm not afraid to be the only guy in any class.
_____ **15.** I see women as lovely things to be admired for their beauty.
_____ **16.** I can clean.
_____ **17.** I plan to have a career outside of the home.
_____ **18.** I plan to learn to take care of myself even if I marry.
_____ **19.** I can cry and show emotions.
_____ **20.** I feel women should raise children.
_____ **21.** I feel women have as much of a need and right to a career as men do.
_____ **22.** I open doors for women because they need help.
_____ **23.** I recognize that most differences in the behavior of men and women are learned.
_____ **24.** I feel comfortable going out with an intelligent girl.
_____ **25.** I hope to marry and have a wife to say home and take care of me.

Strategy III. Provide students with information on the changing occupational roles of men and women. *(Information presented in Section I may be used).*

The Myth and the Reality[4]

Male Workers More-Equal Than Female Workers? No! All Workers are Equal!

The Myth	The Reality
1. *A woman's place is in the home.*	Homemaking is no longer a full-time job. Goods and services formerly produced in the home are now commercially available; labor-saving devices have lightened or eliminated much work around the home. Today half of all women between 18 and 64 years of age are in the labor force, where they are making a substantial contribution to the growth of the Nation's economy. Studies show that 9 out of 10 girls will work outside the home at some time in their lives.
2. *Women aren't* **seriously** *attached to the labor force; they work only for "pin money."*	Of the 31 million women in the labor force in March 1970, nearly half were working because of pressing economic need. There were either single, widowed, divorced, or separated or had husbands whose incomes were less than $3,000 a year. Another 5.7 million were married and had husbands with incomes between $3,000 and $7,000—incomes which, by and large, did not meet the criteria established by the Bureau of Labor Statistics for even a low standard of living for an urban family of four.
3. *Women are out ill more than male workers; they cost the company more.*	A recent Public Health Service study shows little difference in the absentee rate due to illness or injury: 5.9 days a year for women compared with 5.2 for men.
4. *Women don't work as long or as regularly as their male coworkers; their training is costly—and largely wasted.*	While it is true that many women leave work for marriage and children, this absence is only temporary for the majority of them. They return when the children are in school. Despite this break in employment, the average woman worker has a worklife expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force. Studies on labor turnover indicate that net difference for men and women is generally small. The 1968 rates for accessions and separations in manufacturing for men and women were 4.4 and 5.6, and 4.4 and 5.2, respectively, per 100 employees.
5. *Women take jobs away from men; in fact, they ought to quit those jobs they now hold.*	There were 31.5 million women in the labor force on the average in 1970. The number of unemployed men was 2.2 million. If all the women stayed home and the unemployed men were placed in the jobs held by women, there would be 29.3 million unfilled jobs.

Moreover, most umemployed men do not have the education or the skills to qualify for the jobs held by women, such as secretaries, teachers, and nurses.

In addition, the majority of the 7 million single women in the labor force support themsleves; and nearly all of the 5.9 million widowed, divorced, or separated women working or seeking work support themselves and their families. They also need jobs.

6. *Women should stick to "women's jobs" and shouldn't compete for "men's jobs."*

Jobs, with extremely rare exceptions, are sexless. Women are found in all of the 479 occupations listed in the 1960 decennial census. Tradition rather than job content has led to labeling certain jobs as women's and others as men's. For example, although few women work as engineers, studies show that two-thirds as many girls as boys have an aptitude for this kind of work.

7. *Women don't want responsibility on the job; they don't want promotions or job changes which add to their load.*

Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal or family responsibilities. In 1970, 4.3 million women held professional and technical jobs; another 1.3 million worked as nonfarm managers, officials, and proprietors. Many others held supervisory jobs at all levels in offices and factories.

8. *The employment of mothers leads to juvenile delinquency.*

Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor.

These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance.

9. *Men don't like to work for women supervisors.*

Most men who complain about women supervisors have never worked for a woman.

In one study where at least three-fours of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers.

In another survey in which 41 percent of the firms indicated they hired women executives, none rated their performance as unsatisfactory; 50 percent rated them adequate; 42 percent rated them the same as their predecessors; and 8 percent rated them better than their predecessors.

Additional Information

10. *Housewives are happy women.*	Wives are sixty times more likely to become depressed than single women.
11. *Education is wasted on women.*	Nine out of 10 young women will spend 25 or more years working. The more education a woman has, the more likely she is to work.
12. *Women have a higher turnover and absenteeism rate than men.*	Numerous studies have found that turnover and absenteeism were more related to the level of job than sex. There is a higher turnover rate in less rewarding jobs, regardless of the sex of employees.
13. *Women get married and quit work.*	Sixty percent of working women are married, and one-third of all mothers work.

Twenty Facts on Women Workers[5]

1. Nine out of ten girls will work at some time in their lives.
2. A majority of women work because of economic need. About three-fifths of all women workers are single, widowed, divorced, or separated, or have husbands whose earnings are less than $7,000 a year.
3. More than 36 million women are in the labor force; they constitute nearly two-fifths of all workers. About 4.7 million women of minority races are in the labor force; they constitute more than two-fifths of all minority workers.
4. More than half of all women 18 to 64 years of age are workers.
5. About three-tenths of all women workers hold part-time jobs.
6. Women accounted for nearly three-fifths of the increase in the civilian labor force in the last decade.
7. Labor force participation is highest among women 18 to 24 and 35 to 54 years of age; the median age of women workers is 35 years.
8. The more education a woman has, the greater the likelihood she will seek paid employment. Seven out of ten women 45 to 54 years of age with 4 or more years of college are in the labor force.
9. The number of working mothers (women with children under 18) has increased ninefold since 1940. They now number 13.6 million, an increase of 4.1 million in the last decade.
10. The 5.1 million working mothers with children under 6 in 1974 had 6.1 million children under 6; the estimated number of licensed day care slots is 1 million.
11. Women workers are concentrated in low-paying dead end jobs. As a result, the average woman worker earns less than three-fifths of what a man does, even when both work full time year around.
12. Unemployment was lowest for white adult males (6.7 percent) and highest for minority teenage girls (38.2 percent) in April 1975.

    White adult women ..... *7.6 percent*
    Minority adult women ..... *10.7 percent*
    Minority adult men ..... *12.6 percent*
    White teenage girls ..... *15.2 percent*
    White teenage boys ..... *18.1 percent*
    Minority teenage boys ..... *37.6 percent*

13. Among all families, about 1 out of 8 is headed by a woman; 1 out of 3 black families is headed by a woman. Of all women workers, 1 out of 10 is a family head; 1 out of 5 minority women workers is a family head.
14. Among all poor families, more than 2 out of 5 are headed by women; almost 2 out of 3 poor black families are headed by women.*
15. It is frequently the wife's earnings which raise a family out of poverty. In husband-wife families, 15 percent have incomes below $5,000 if the wife does not work; 4 percent, when she does work.

16. The average woman worker is as well educated as the average man worker. Women as well as men have completed a median of 12.5 years of schooling.

17. Women are about two-fifths of all professional and technical workers but less than one-fifth of all nonfarm managers and administrators.

18. Women are 78 percent of all clerical workers but only 5 percent of all craft workers.

19. The median wage of full-time year-round private household workers was only $2,243 in 1973. Effective May 1, 1974, most private household workers were covered by Federal minimum wage and overtime legislation.

20. Fully employed women high school graduates (with no college) have less income on the average than fully employed men who have not completed elementary school.

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*Classified as poor were those nonfarm families of four with total income of less than $4,540 in 1973.

Source: U.S. Department of Commerce, Bureau of the Census; U.S. Department of Health, Education, and Welfare, National Center for Social Statistics; and U.S. Department of Labor, Bureau of Labor Statistics.

Strategy IV: Eliminate or revise sex-biased classroom materials, textbooks, filmstrips, cassettes, charts, etc.

For those stereotyped texts which you now have, point out the stereotypes and biases to students. Note the suggestions given for use of these texts.

How to Use Biased and Stereotyped Textbooks[6]

After identifying bias and stereotypes in textbooks, teachers are inclined to ask, "How can I use these textbooks now?" Perhaps one of the most effective ways to overcome bias and stereotypes in textbooks is to deal with it directly. This means the textbooks themselves should become the topic of classroom discussion and learning activities. One way to increase the students' awareness of bias and stereotypes is to have students evaluate their own textbooks. Students can devise their own criteria or use criteria suggested here or from other sources. Having them examine examples of bias and stereotypes in language and pictures will lessen the impact of such information on their attitudes. Some classroom strategies are listed below:

1. At the beginning of the school year, devote one or more classes to analyzing textbooks.

2. Consider a unit on "Do Words Make a Difference." Have students study the difference between negative, demeaning and neutral language and find examples from their texts.

3. Study the meaning of "Bias and Stereotypes." Have students count pictures of males and females and look for pictures of males and females in stereotyped and expanded roles.

4. Ask students to bring in pictures of males and females in expanded roles which might be used to replace illustrations in the texts. The pictures might be displayed on a special bulletin board.

5. Have students compare bias and stereotyping in different textbooks. Ask them to rate the books according to the most and least stereotyped.

6. Have students analyze trade journals and other materials ordinarily used in class. Ask them to edit materials which are heavily biased and stereotyped, eliminating such language.

7 Encourage students to write to textbook and other publishers, explaining how they have analyzed their materials and what they have found. (This might be done in conjunction with an English class.)

Guidelines for Evaluating Textbooks Formerly for One Sex[7]

The following checklist is designed to help teachers identify sex bias and stereotyping in textbooks on vocational subjects formerly taught to one sex. Now that these courses are open to both male and female students, the subject matter needs to be expanded to include both sexes. If certain items are omitted from the textbook, the teacher may consider incorporating the ideas below in order to expand and balance the image of both sexes.

	Yes	No
1. Does the textbook make both female and male students feel comfortable in learning about subjects which were formerly for one sex?	____	____
2. Does the textbook make a special effort to include pictures of male and female students, teachers and adults in nontraditional roles?	____	____
3. Do learning activities and projects avoid sex stereotyping according to past traditional roles?	____	____
4. When appropriate, are the historical and present-day accomplishments of both sexes included in the text?	____	____
5. Does the textbook point out that employers in occupations which formerly hired one sex are now required by law to employ the best qualified candidate regardless of sex?	____	____
6. When appropriate, does the textbook include the legal status of men and women, property law, and the effect of marriage on property rights?	____	____
7. Does the textbook dispel the myth that homemaking is only for females and outside employment only for males?	____	____
Textbooks Formerly for Females:		
8. Do textbooks for traditionally female occupations, such as health service or secretarial work, demonstrate that males have the right to pursue these occupation?	____	____
9. Do textbooks on family relations, child care, housing, foods and nutrition, clothing selection, construction and design and management stress the personal needs of both males and females in adult life?	____	____
10. Do textbooks on marriage and family portray a wide variety of life styles ranging from single adulthood, the traditional marriage relationship and the dual career marriage?	____	____
Textbooks Formerly for Males		
11. Do textbooks on mechanical drawing, metals, plastics, electronics, woodworking, construction, machinery and agriculture point out to both males and females the advantages of acquiring the training for the labor market and practical skills for daily living?	____	____
12. Do the textbooks dispel the myth that tools and power-driven machines are too dangerous for females to learn to use?	____	____
13. Do the textbooks demonstrate that females have the right to pursue activities or careers in nontraditional skills where physical strength is required?	____	____

Strategy V. Real estate course descriptions to say that courses are available to both female and male students.

Strategy VI. Provide flexibility of entrance and actively recruit males and females into your classes.

Strategy VII. Encourage participation of both sexes in club activities, including leadership roles in traditionally one-sex-dominated clubs.

Strategy VIII. Assist with the recruitment in hiring male teachers for female-dominated classes and female teachers for male-dominated classes.

Strategy IX. Assist counselors with the development of sex fair career and job information.

Strategy X. Work with business, industry, labor and agriculture to identify local needs and provide classroom resource persons and relevant job information.

Strategy XI. Create community awareness of non-traditional students in classes through feature articles in the local newspaper.

POST TEST

Post Test

Directions: These multiple choice questions are designed to help you assess your knowledge of females' and males' participation in the paid work force and in vocational education programs. Under each statement you will see a number of alternative answers which could fill in the information missing in each statement. Select the answer you believe is correct, and write its letter in the blank to the right of the statement.

1. Women make up _____ of the nation's paid labor force. _____

   a. 26% b. 41% c. 54%

2. For every $1.00 men earn, women earn _____ . _____

   a. 95¢ b. 76¢ c. 57¢

3. Out of every 10 young women in high school today, _____ will work for pay outside their homes at some point in their lives. _____

   a. 9 b. 5 c. 7.4

4. The median income of working women with four years of college is _____ that of men who have completed eight years of elementary school. _____

   a. greater than b. the same as c. less than

5. About _____ out of ten adult women are either single, widowed, divorced, or separated from their husbands and are therefore responsible for their own financial support. _____

   a. four b. six c. eight

6. _____ percent of all women workers are employed in clerical occupations. _____

   a. 11.2 b. 18.1 c. 27.8 d. 35.0

7. Fifty percent of men in the paid labor force are employed in the three occupational categories which employ the largest number of men (skilled crafts, professional and technical occupations, and managerial occupations.) In contrast _____ percent of all women in the paid labor force are employed in three occupational groups (clerical occupations, service occupations, and professional/technical occupations.) _____

   a. 40 b. 60 c. 70

8. The vocational training area with the largest female enrollment (more than one-third of all females enrolled in vocational education) is _____. _____

   a. consumer and homemaking programs
   b. occupational home economics
   c. office occupations

Post Test

Directions: Read each of the five items below and determine which piece of legislation would apply and write either **Title IX** or **Title II** in the blank provided:

1. Using different criteria based on sex for admitting males and females into auto mechanics class _____

2. Requiring states to develop five-year vocational education program plans which include specific steps for eliminating sex discrimination _____

3. A program priority of consumer and homemaking education for both males and females _____

4. Guidance counselors channeling males into industrial arts and females into home economics _____

5. Not allowing a certificated male to teach child development or a qualified female to teach carpentry simply because of their sex _____

Directions: Identify the following statements regarding Title IX as being either **True** or **False.**

1. Toilets, locker rooms, shower facilities, classes dealing with human sexuality, and contact sports may be separated by sex. _____

2. A public vocational high school specializing in operating heavy industrial equipment cannot give preference to males on the grounds that jobs for females are scarce. _____

3. A student or employee may not be discriminated against on the basis of pregnancy, parenthood, or being the head of household or principal wage earner in a family. _____

4. Title IX legislation does not give specifications for sex-fair textbooks and curriculum materials. _____

5. If an institution is found to have practiced sex discrimination in recruitment or hiring, it must recruit members of the sex against which it has discriminated to overcome effects of past discrimination. _____

Post Test

Directions: Listed below are a number of situations which are familar to vocational education instructors. Under each situation is a response. Please read each situation and response and determine how the response would be described according to the following categories:

D – Discriminatory behavior	– a violation of Title IX
B – Sex-biased behavior	– reflects bias or stereotyping but it is not a violation of Title IX
F – Sex-Fair behavior	– treats both sexes in equal or similar ways
A – Sex-affirmative behavior	– attempts to compensate for the effects of past discrimination

Indicate your description of each of the responses and label them by placing the appropriate letters in the blanks.

1. **Situation:** As a teacher you believe it's important for you to support students as appropriate for their academic achievement, career aspirations, and social behavior.

   _____ *"Marguerita, I noticed yesterday that you're handling the power saw much more confidently now than you were two weeks ago. You may end up being the best power tool operator we've got around here!"*

2. **Situation:** You run a floristry lab which sells students' arrangements at cost to people in the community. Your school has no student dress code other than not wearing anything which would "disrupt the educational process." However, as a teacher you:

   _____ *allow male students to wear T-shirts and tank tops but not females*

3. **Situation:** As a home economics teacher, you encourage your students to be in good physical and mental health by:

   _____ *having a bulletin board with pictures of males lifting weights, jogging, and playing baseball and handball; females (in leotards) are doing exercises and riding bike*

4. **Situation:** In your marriage and family class students are building a diorama on family roles and responsibilities which will be placed on the school's main display area. It shows:

   _____ *both adult males and females taking care of and playing with children*

5. **Situation:** You want to offer a semester course specifically designed to attract more males into consumer and homemaking, although not excluding females. Such a course would cover nutrition, food preparation, wardrobe planning, clothing care, personal care, consumer education, and apartment living, from an individual rather than a family perspective. You decide to call this course:

   _____ *bachelor living*

6. **Situation:** In making student assignments, you:

_____ *have males make a bookcase; females, a cheese board*

7. **Situation:** Your extracurricular responsibilities:

_____ *As Vocational Industrial Clubs of America (VICA) advisor, you're concerned about student leadership positions being exclusively held by males since the group began. You share your concern with students and discuss what possible options are available.*

8. **Situation:** Students in your cosmetology class are boycotting the presence of the first male by ignoring him, hiding materials and supplies from his station, and slipping nasty notes in his locker. You:

_____ *establish and enforce strict rules against harassment while at the same time helping female students explore their negative attitudes toward having a male in their class*

9. **Situation:** In your gourmet cooking class, the females often, on their own, take responsibility for cleaning up after the males. While they do this, the males sit, finish off the food, chat, or do their homework. You:

_____ *ignore this behavior since the females are doing it on their own, and the males aren't causing any problems*

10. **Situation:** You're a home economics teacher introducing a sewing machine to a class. One of your concerns is how to present the machine to the young men in the class, most of whom have had no exposure at all. You:

_____ *divide the class by sex so that you can spend more time with the males*

Post Test

List five strategies which you, as a vocational teacher, can use in your class, school, or community to help in promoting sex equity.

1.

2.

3.

4.

5.

Answer Sheet

Section I.

1. b
2. c
3. a
4. c
5. a
6. d
7. c
8. a

Section II.

1. Title IX
2. Title II
3. Title II
4. Title IX
5. Title IX
1. True
2. True
3. True
4. True
5. True

Section III.

1. A
2. D
3. B
4. F
5. D
6. D
7. A
8. A
9. B
10. D

Section IV. *(These are a matter of choice)*

Some examples are:

1. Be sex fair in treatment of male and female students.
2. Create student awareness of changing roles of females and males.
3. Recruit non-traditional students into vocational classes.
4. Create awareness of bias and stereotyping in textbooks.
5. Create community awareness of sex equity efforts.

RESOURCES

Resources

Section I

[1]*Overcoming Sex Discrimination and Attaining Sex Equity in Vocational Education: The Social/Educational and Legal Context,* Resource Center on Sex Roles in Education, Suite 701, 1201 16th Street, NW, Washington, D.C. 20036, 1977, Sec. I, p. VW-2.

[2]*Ibid,* p. 10.

[3]*Ibid.*

[4]*Title IX Workshop Materials* by Joanne Steiger, Capitol Publications, Inc., Suite G-12, 2430 Pennsylvania Avenue, NW, Washington, D.C. 20037, 1977, Sec. I. p. 5.

[5]*Overcoming Sex Discrimination . . . .*, Sec. I, p. 12.

[6]*Title IX Workshop Materials,* Sec. II, p. 3.

[7]*Sex Bias and Sex Discrimination in Vocational Education—Guilty or Not Guilty?* by Marge Harouff, Nebraska Department of Education, 1976, p. 1.

[8]*Overcoming Sex Discrimination . . . .*, Sec. I, VT-2.

[9]*Ibid.*

[10]*A Guide for Vocational Education Sex Equity Personnel* by Louise Vetter, *et. al.*, The National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, Ohio, 1978, p. 3.

Section II

[1]*Overcoming Sex Discrimination . . . .* Sec. I, VW-3.

[2]*Title IX Summary,* PEER (Project on Equal Rights) 1029 Vermont Avenue, NW, Suite 800, Washington, D.C. 20005.

Section III

[1]*Overcoming Sex Discrimination . . . .*,Sec. I, VW-12, pp. 1-5.

[2]*Ibid.*, VW-13.

Section IV

[1]*Expanding Adolescent Role Expectations,* Community Service Education Department, Cornell University, Ithaca, N.Y., 1977, p. 41.

[2]*Women and the World of Work* by Claire Allen and Ronnie Tallen, Roseville Schools System, Minnesota, 1976-77, pp. 2-5.

[3]*Expanding Adolescent Role Expectations,* pp. 91-94.

[4]U.S. Department of Labor; Employment Standards Administration; Women's Bureau; Washington, D.C. 20120, 1974.

[5]U.S. Department of Labor; Employment Standards Administration; Women's Bureau; 555 Griffin Square Building, Room 506, Dallas, Texas 75202, 1975.

[6]*Expanding Adolescent Sex Role Expectations*, p. 61.

[7]*Ibid.*, p. 60

APPENDIX

Appendix

Prior to the Title II legislation, considerable attention has been given to laws and executive orders addressing equal opportunity in education and employment.

- *National Labor Relations Act and Related Laws (1935) requires unions to bargain for the same working conditions as wages, hours, recruitment, seniority and promotion for women as well as for men.*
- *Equal Pay Act of 1963 as amended by the Educational Amendments of 1972 prohibits sex discrimination in salaries and most fringe benefits.*
- *Title VI of the Civil Rights Act of 1964 prohibits discrimination against students on the grounds of race, color, or national origin by all institutions receiving federal monies.*

  Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972 prohibits discriminatory practices in terms and conditions of employment on the basis of race, color, religion, national origin, or sex by all institutions with 15 or more employees.
- *Executive Order 11246 as amended by Executive Order 11375 prohibits employment discrimination on the basis of race, color, religion, national origin, or sex by institutions or agencies with federal contracts of over $10,000. All contractors with contracts of $50,000 or more and 50 or more employees must have affirmative action plans.*
- *Executive Order 11478 prohibits discrimination in Federal employment because of sex as well as race, color, religion, or national origin. It replaces those parts of Executive Order 11246 as amended by Executive Order 11375 which provided for equal opportunity in the Federal government. It directs Federal agencies to formulate employment programs insuring non-discrimination. This order is administered by the U.S. Civil Rights Commission.*
- *The Age Discrimination Employment Act makes it illegal for an employer of 25 or more people in interstate commerce to discriminate on the basis of age in any phase of employment of persons who are 40 through 65 years of age. The law also applies to employment agencies and labor organizations that do not serve individuals on the basis of age.*
- *As a part of the Education Amendments of 1974, the Women's Educational Equity Act was enacted "to provide educational equity for women in the United States." Under provisions of the Act, the Commissioner is authorized to make grants to, and enter into contracts with, public agencies and private nonprofit organizations and with individuals for activities designed to carry out the purposes of the law at all levels of education, including preschool, elementary and secondary education, higher education, and adult education.*
- *Title VII and Title VIII of the Public Health Service Act, as amended, prohibits discrimination on the basis of sex in admissions and against some employees in health personnel training programs of insitutions receiving federal monies.*
- *Regulations of the Bureau of Apprenticeship and Training prohibit discrimination on the basis of race, creed, color, sex and national origin in selection of participants and conducting of programs.*

The major legislation affecting vocational education was Title IX passed in 1972 and the sex equity legislation, or Title II of the Education Amendments of 1976.